DOCUMENT RESUME

ED 178 257 RC 011 687

AUTHOR Martinez-Perez, Luis A.
TITLE Hispanic Students in Higher Education.
PUB DATE 20 Aug 78
NOTE 29p.; Paper presented at the National Conference on the Education of Hispanics (Alexandria, VA, August 20-23, 1978)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Access to Education; Affirmative Action; Aspiration; Bilingual Education; College Admission; College Students; Cubans; *Educational Opportunities; *Federal Programs; Financial Support; *Higher Education; *Mexican Americans; Minority Groups; Multicultural Education; Puerto Ricans; *Spanish Speaking
IDENTIFIERS Cuban Americans; *Hispanos; Puerto Rican Americans

ABSTRACT

To reflect the changing composition of ethnic groups in the population and the recorded aspirations of hispanic high school seniors, institutions of higher education must prepare for a dramatic increase in the numbers of hispanics attending in the decade of the 1980's. Outlined in the paper are factors which affect hispanic (Cuban, Mexican, and Puerto Rican Americans) students in higher education: the phenomenon of hispanic immigration; lack of higher education institutions in urban areas; lack of information because of language and attitude barriers; admissions criteria; delayed education, drop-outs, and student retention; and cultural values and cognitive styles. "Positive" affirmative action and bilingual/multicultural approaches are explored as courses of action for higher education institutions. Ten federal and state programs designed to enhance educational opportunity are discussed with respect to distribution of funds among ethnic/racial groups. Recommendations based on research and conference discussions are presented including programs to increase participation of hispanics in non-traditional areas such as science and engineering; industry career programs to involve hispanics at various levels of decision making; better monitoring of federal programs at state and local levels; and increased funding for bilingual teacher training. (NEC)

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HISPANIC STUDENTS IN HIGHER EDUCATION

by

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NATIONAL CONFERENCE ON THE EDUCATION OF HISPANICS

Alexandria, Virginia August 20-23, 1978

RC011687

INTRODUCTION

This paper attempts to deal with the issue of hispanic students in higher education. For the sake of clarity, these students are further subdivided as follows: Cuban-Americans, Mexican-Americans and Puerto Rican-Americans. A relatively smaller group of other hispanics from Latin America and Spain is also included. Although these subcategories are identified, and in many instances dealt with in specific terms throughout this paper, it will be the attempt of this author to deal with the issue of "hispanic students".

Since the focus of this work is on higher education, an attempt will be made to minimize the treatment of subjects dealing specifically with elementary and secondary education. However, much of the work done in the area of education of hispanics has centered on these two levels.

The treatment of the topic is by no means complete. It is the hope of this author that the National Conference on the Education of Hispanics will provide the forum needed to treat the education of hispanics as a single topic in order to achieve the strength needed for the future and diminish the fragmentation that have created the weaknesses of the past.

WHO ARE THE HISPANIC STUDENTS IN HIGHER EDUCATION?

> "There is a higher probability that the student is a male, comes from a low income family and is somewhat older than the average student since he/she may have worked or completed military service prior to entering higher education.
> It is probably a first-year student in a low-cost university or community college with an open door policy. Lives at home and commutes to college in a metropolitan environment. The student receives financial assistance, probably from a variety of sources. Is specializing in the social sciences, perhaps teaching, Spanish or social work, rather than in the physical sciences. Has severe handicaps as a result of earlier educational deficiencies, especially in communication skills".
> (Commission on Civil Rights, 1976)

The above statement was used to describe the average Puerto Rican student in higher education in the early seventies. The statement is applicable to all hispanic students without having to make many modifications to it. The hispanic student in higher education is part of a growing minority in the United States. Figure 1 shows the ethnic composition of the population four years old and over as reported by the National Center for Education Statistics in 1977. Figure 2 shows the age composition of ethnic groups for the same population. It is noted that the percent of each ethnic group between four and twenty-five years old was higher for persons of Spanish origin than for any other ethnic group identified. It is expected then that in the decade of the eighties the institutions of higher education may very well see an increase in the population of hispanics attending. A survey conducted by the Bureau of the Census in 1975 revealed that 47.8% of the hispanic high school seniors interviewed indicated that they had plans to

attend college. The corresponding figures for the white (non-hispanic) and the black population were 49.4% and 40.5% respectively. These figures when coupled with the above "oversimplified" definition give us more than an indication of the "things to come"; it gives us a challenge. There is a great gap between realities and aspirations. We (this country) may not be able to respond to the needs of all citizens but we cannot disregard both those realities and aspirations.

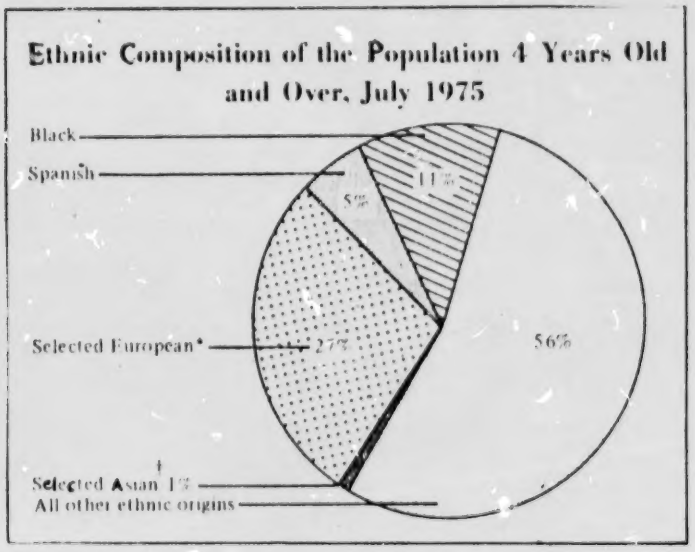


Figure 1. Ethnic Composition of the Population 4 Years Old and Over, July 1975

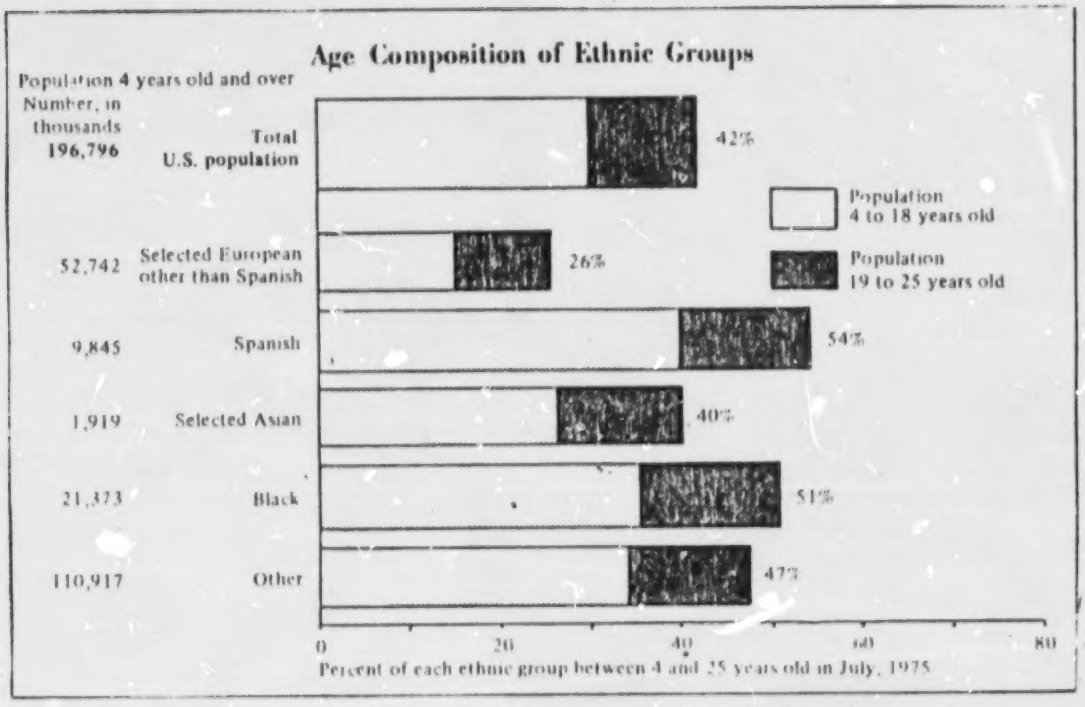


Figure 2. Age Composition of Ethnic Groups

Another important consideration is that of language usage. The use of languages other than English was highest among the Spanish and selected Asian Ethnic origin groups as indicated by Figure 3 (National Center for Education Statistics, 1978)

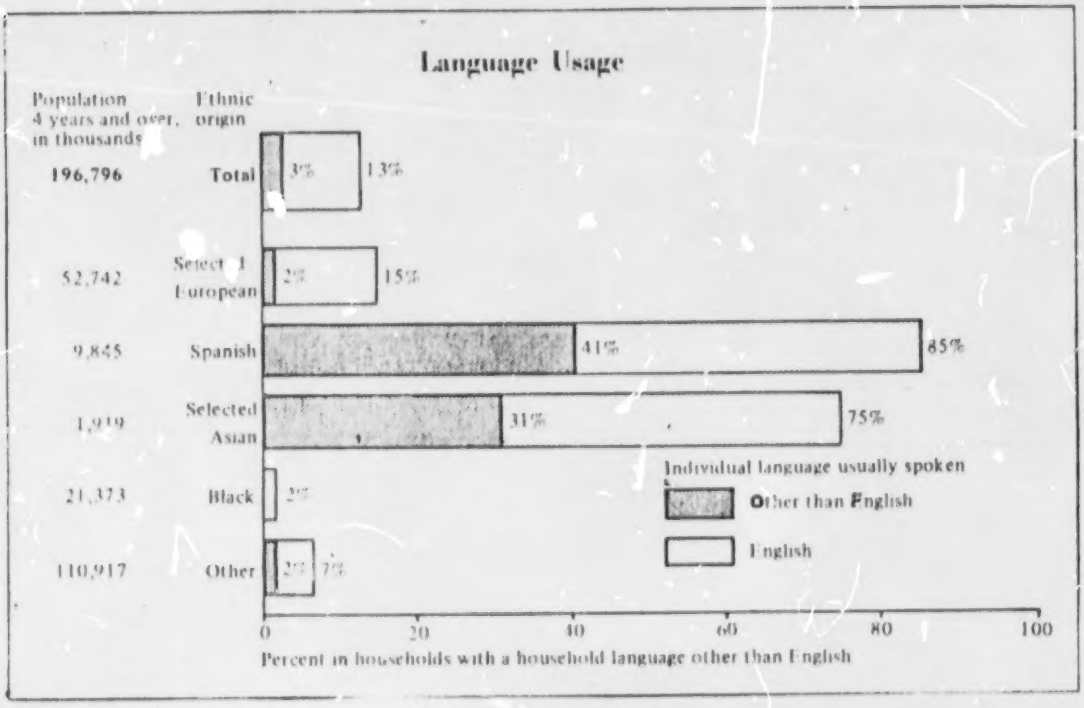


Figure 3. Language Usage

But, are we ready for this wave of higher education students of hispanic origin? Information from the 95th Congress (Report 95-856) reveals that less than 10% of language minority children are now being served by bilingual education programs. These are the students that will make up the "wave" of hispanic students in higher education in the 1980's. How do we meet the challenge? Can we do it? If not, what are the factors that must be considered in the search for solutions? The next section will attempt to list and discuss some of the factors affecting hispanic students in higher education.

FACTORS AFFECTING HISPANIC STUDENTS IN HIGHER EDUCATION

1. The Phenomenon of Immigration

The sources of the three hispanic groups in the continental United States have been varied and the reasons for their presence different. Following the Castro-led revolution in Cuba, a large migration began with southern Florida being the major destination. In 1962 the exiles were mainly a highly trained and professional population with a small semiskilled and unskilled portion. By 1972, close to 500,000 exiles had arrived. By then the exile population was more representative of the Cuban population of the fifties with the exception of those in agriculture and fishery. The following table shows a comparisson of the ethnic composition of the Cuban population in the 1950's and the composition of the exile population in the United States in 1970. (Aguirre, 1976)

	Percent in 1950's (Cuba)	1970 (U.S.A.)
White	72.8	96.4
Black (including mulatto)	26.9	2.6
Asian	.3	1.0

Table 1. Cuban ethnic population, a comparisson

In contrast with the case of the Cuban immigration, a survey conducted by the Puerto Rican government in the early sixties described the population of Puerto Rican-Americans as follows (those migrating to the United States):

1. More than half were 15-24 years old, more than 85% were less than 35 years old. There were very few young children and older persons.
2. In terms of education, the immigrants were slightly over the island's average. Three fourths (3/4) of them had finished eighth grade and about a third (1/3) had attended nigh school. Very few had college experience.

3. The majority were semi-skilled or did not have any special training. Agricultural and factory work made up the majority. (Civil Rights Commission, (1976)

For the last four years recorded, the net migration of Puerto Ricans to the United States has been negative (more Puerto Ricans are going back to Puerto Rico than those coming to the United States). The figures were -38,691 for 1971, -19,462 for 1972, -18,879 for 1973 and -8,524 for 1974. It is possible that due to present economic conditions on the island, the net migration figures might be different today.

Mexican-Americans are, in large numbers, native to the southwest. Although this is the case, the number of Mexican-Americans have increased since the 1920's. Between 1920 and 1973 the number of Mexican immigrants was 1,480,887. They represent the largest group of Spanish speakers in the United States.

The Puerto Rican migration has surpassed the 1.5 million mark. The combined immigration of Central and South Americans is around 0.5 million persons. The 1975 Survey from the National Center for Education Statistics reveals that the Spanish speaking population is 9,904,000 or 5% of the total population. This number continues to rise due to both migration and the average age data presented earlier. Table 2 below shows a comparison of the average age of the three major ethnic groups as well as how many, in each group, consider Spanish as their first language. (Civil Rights Commission, 1976)

	Average Age (Years)	Spanish as First Language
Cuban-Americans	37.6	95%
Mexican-Americans	20.0	72%
Puerto Rican-Americans	19.6	83%

Table 2. Average age and language preference of three hispanic groups

It is expected that by 1980 hispanics will become the largest minority in the United States. Certainly all the statistical indicators are here to substantiate this expectation. The implications that these figures have on higher education and educational planning are clear.

2. Access to Higher Education

Even though hispanics make up over 5% of the total population the percentage of hispanics in higher education is in the vicinity of 3% when compared to non-hispanic whites with approximately 87%. A National Longitudinal Study of the High School Class of 1972 was done by the National Center for Educational Statistics in 1976 which revealed that 7.3% of the hispanic students completed the bachelor's or higher degree while the figures for black students was 12.1% and 31.6% for the rest of the population. This low figure is in contrast with the information obtained regarding educational plans of high school seniors in 1975. The number of hispanic seniors planning to go to college was 47.8% while the numbers for blacks and non-hispanic-whites were 40.5% and 49.4% respectively. Again, aspirations and reality do not agree. The Civil Rights Commission Report on Puerto Ricans in the United States (Civil Rights Commission, 1976) and the Aspira of America, Inc. Report on Social Factors in Educational Attainment Among Puerto Ricans in U.S.

Metropolitan Areas (Aspira of America, Inc., 1976) offer a list of possible reasons for the statistics above.

a. "Lack of higher education institutions in the urban areas - The lack of such institutions decreases the opportunities that Puerto Ricans, and other of low income, have to be participants in higher education. By 1980, the Carnegie Commission suggests that of the needed 175 to 235 new Community Colleges, 80 to 125 should be localized in urban areas." (Civil Rights Commission, 1976)

b. "Financial Barriers - Even though the availability of funds is higher, Puerto Rican applicants still must contribute a large portion of the higher education cost." (Civil Rights Commission, 1976)

c. "Lack of Information - The proverbial 'word of mouth'is virtually absent in the case of Puerto Rican students aiming at higher educatior. Friends and relatives do not know this information...lack of qualified personnel to offer the appropriate counseling is another problem. Here language or communication is the least of the problems, but rather one of attitudes toward the hispanic student, one of already forged perceptions of the educational aspirations of hispanics or any minority for that matter." (Civil Rights Commission, 1976)

d. "Admissions - Puerto Rican students frequently graduate from high school with low grade point averages. This is also seen at the level of the Scholastic Aptitude Test (SAT) where Puerto Ricans seem to score lower." (Civil Rights Commission, 1976)

e. "Student Isolation - Affirmative action is still viewed as a 'black'achievement. Puerto Rican students feel like an 'anonymous entity' when dealing with affirmative action programs.... The idea that the University administration 'doubts the needs and authen-

ticity of Puerto Ricans and only react to pressure" is common among Puerto Rican students. This results in the formation of politically-oriented groups as opposed to socially-oriented organizations"(Civil Rights Commission, 1976)

f. "Delayed Education - Among Puerto Rican students 14-17 years old approximately 40% were still in elementary grades - compared to 17% among persons enrolled at equivalent ages in the total U.S. population. If a delayed student is defined as someone enrolled at least one year behind the progression beginning with first grade elementary at age seven and leading to high school graduation at eighteen, a higher rate - about 47% is obtained. This compares with estimates of 45% for Native Americans, 40% for blacks, 37% for Mexican-Americans and it is more than twice the estimate or 23% for the non-Hispanic white population." (Aspira of America, 1976)

g. "Drop-outs - Considered socially, the continued drop-out rates reflect estrangement between the Puerto Rican community and the school system, and especially discouragement among Puerto Rican children and adolescents - a malaise stemming from basic people/institutional problems and disparities." (Aspira of America, 1976)

Other reasons have been expressed such as student retention. It has been reported that "undergraduate retention figures from states having a large number of Chicanos enrolled in their Colleges and Universities indicated a holding power of as low as 13% to a high of 29%. Graduate retention figures were and are even more disappointing. In 1973 about 1.7% Chicanos received doctorate degrees out of 150,000 granted." (Valverde, et.al., 1977). The problem of retention has also been expressed by Cuban-Americans and Puerto Rican-Americans.

3. Cultural Values and Cognitive Styles

Different cultural values have been identified for hispanics and, for lack of a better term, anglos. Four value clusters have been listed in the case of Mexican-Americans. (Ramirez and Castaneda, 1974). These are: a) identification with family, community and ethnic group, b) personalization of interpersonal relationships, c) status and role definition in family and community, and d) Mexican catholic ideology. Although listed for Mexican-Americans, these four value clusters do appear in the case of both Cuban-Americans and Puerto-Rican Americans. Based on a theory by Witkin and others (Witkin, et al, 1962)Ramirez and Castaneda explain that members of some cultures tend to be what they call "field-dependent (-sensitive)" while members of other cultures tend to be "field-independent." They also indicate that "cultures, through socialization practices, encourage the development of either relatively more field-dependent or field-independent cognitive styles in children." Their research has shown that Mexican-American children are more field-sensitive and Anglo-American children more field independent in cognitive style. Although the work has been done with younger students than the subjects of this paper, it is important to note that these are the same subjects we will be dealing with in higher education in a few years. If this is the case, and culture-dependent students require "special" training in order to survive in the existing institutions, then we must take a careful and closer look at curriculum practices at all educational levels from pre-school to graduate school.

The research mentioned above is particularly important when one is in the field of training teachers of culturally diverse children. As the authors indicate a balance of field-sensitive and field-independent behaviors is desirable to promote success. The bicognitive dimension is now added to our

bilingualism/biculturalism. They also indicate that both types of behaviors are needed so that lack of knowledge of one or the other cognitive style will not hinder the full development of the student's potential

4. Attitudes Toward Language

Language limitations in English (and in many cases in Spanish too!) are responsible, in a large part, for the lack of success in hispanics in higher education. The information on Figure 3 clearly states the language preference among hispanics. The problem is compounded as higher grades pose more demands on the hispanic students's ability to perform in the instructinal language, in our case, English. A study by Sole (Sole, 1976) assessed language attitudes toward Spanish among Mexican-American college students. She concluded that "while Mexican-Americans (students) favor Spanish language maintenance, they do not belittle the functional needs of English, and they are highly conscious of the potential or actual difficulties that ensue not only from limited English proficiency but from accented English as well." This point will be discussed further in the section dealing with bilingual education.

5. Attitudes Toward the Hispanic Student

As it was indicated on page 6 of this draft, the study of the Civil Rights Commission on Puerto Rican Students lists prejudicial attitudes toward the hispanic students as one of the main reasons for the lack of appropriate information. As institutions of higher education (willingly or not!) recognize the fact that the needs of all students must be served, we also find that the attitudes also move from the position of subtle inferences to that of overt prejudicial statements. The implications of this factor are far too many and must be dealt with caution. Clearly it is beyond the scope of this paper to enumerate the problems and list the solutions. Although not at

the college level, a study was conducted to determine the degree to which there is inequality of opportunity in an ethnically mixed classroom. The researchers used a modified Flanders Interaction Analysis coding form "to code teacher verbal behaviors with reference to the ethnicity of the student to whom each behavior was directed." (Jackson and Cosca, 1974). Their results indicate that invariably teachers will ask less questions and praise less in the case of hispanics when compared to the anglo students. They correlate the teacher performance with the poor academic performance of the hispanic student and list four contributing factors:

1. the linguistic and cultural differences of the chicano [hispanic] pupils.
2. the lack of the school programs in the southwest to accomodate these differences.
3. the tendency of teachers to respond differently to identical behaviors of students of different racial, SES or achievement characteristics.
4. the failure of teacher training institutions in the southwest [country] to provide coursework and supervised experiences specifically designed to instruct chicano [hispanic] students.

I have taken the liberty to place the words "hispanic" and "country" on the list as it is not too difficult to understand that the same may be applicable to similar situations dealing with other hispanic groups and in other parts of the country.

The following section will deal with educational implications for hither educations. Rather than present some factors as it was done here, I will attempt to deal with additional variables to be considered and how these relate to student success.

EDUCATIONAL IMPLICATIONS

By this time it is evident that we have a difficult problem on our hands and must be prepared to do something about it. Those of us in Higher Education are quick to put the blame on the earlier grades. I will not dissapoint you! Figure 4 below indicates the results of the National Assessment of Educational Progress from 1971 to 1975 for elementary, junior high and senior high students.

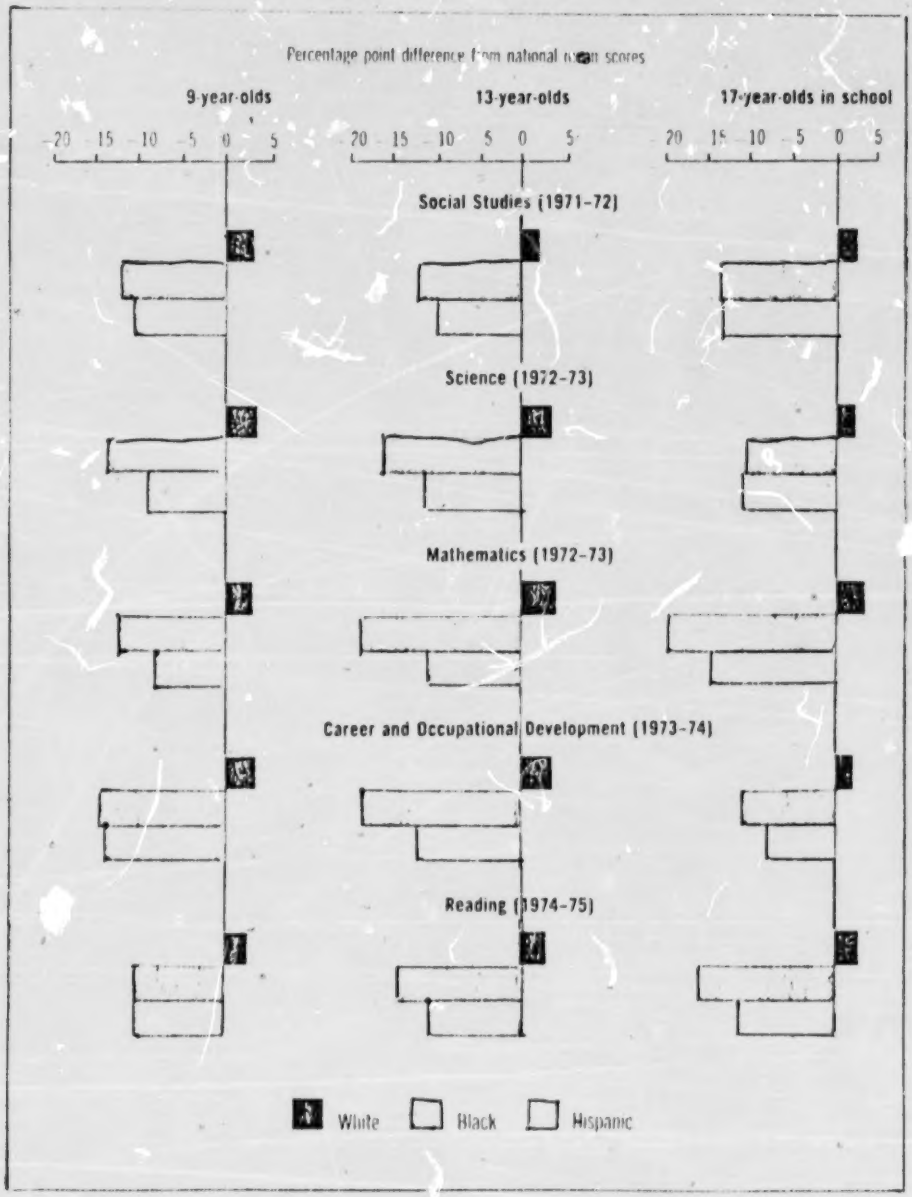


Figure 4. Results from the National Assessment of Educational Progress

None of us in higher education, or anywhere else would accept the "report card" depicted in Figure 4. If we believe the testing instruments (and I do not have any reason to disbelieve!), then we can think of the implications of these data on the hispanic students in higher education. The consistently poor performance as we go from the elementary to the senior high school allows me to infer that the performance in college will not be any better. We have at least two courses of positive action; (1) we revamp the educational system from nursery school (but there are two other panels in this conference with that task!) or (2) we come up with some ideas on how to improve higher education so that until the time comes when positive action (1) above is achieved, we will be able to deal, and deal effectively, with the problem of underachievement of hispanics in higher education.

To put it in other words allow me to quote Dr. De los Santos as he addressed the participants in the "Mexican-Americans in Higher Education Conference." I will again use the term "hispanics" for convenience.

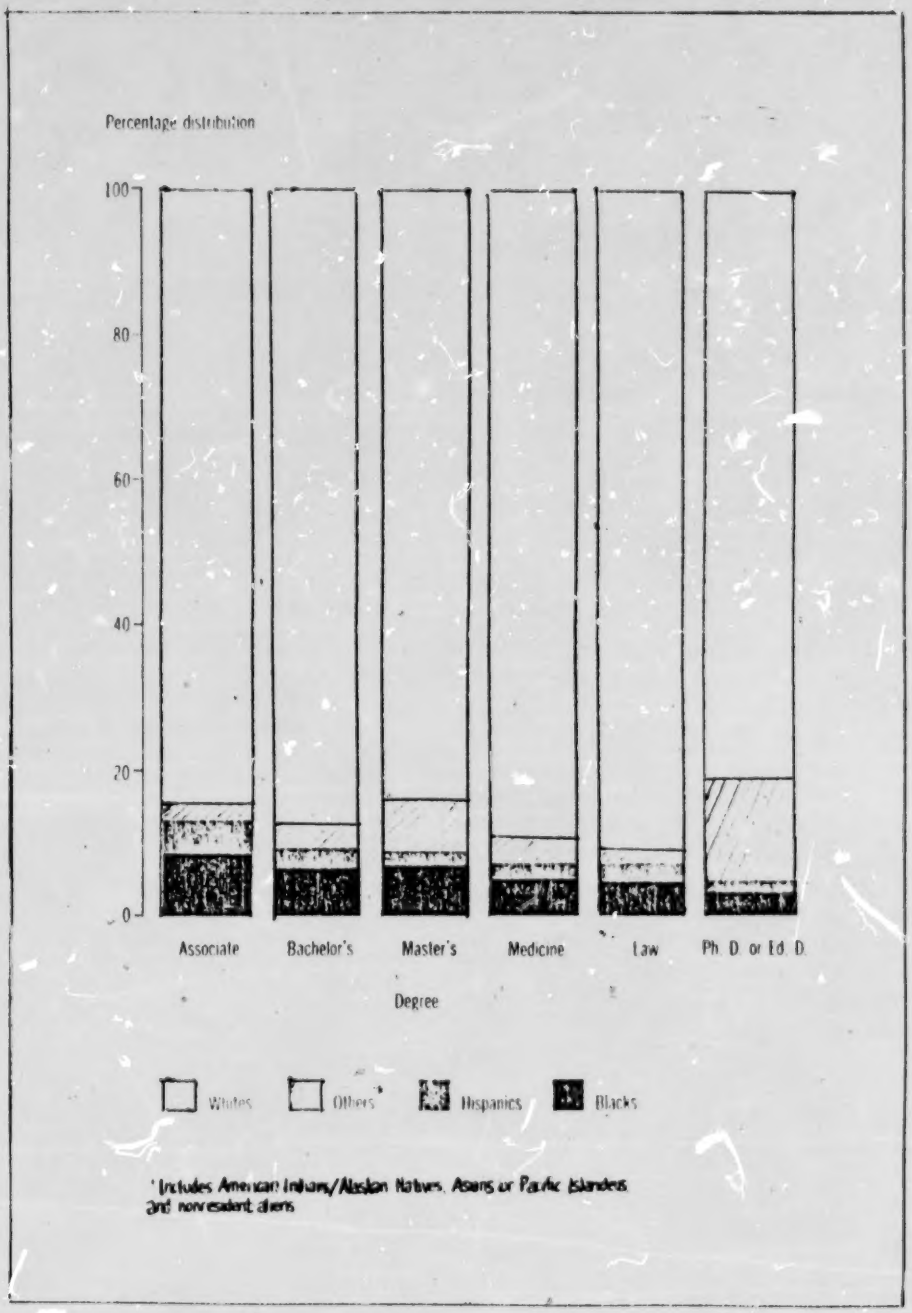
> "We ought to begin the definition of problems from the perspective that the problem is not of the [Hispanic] student not being able to deal with the institution that we refer to as Higher Education. It is the problem of higher education not being able to deal well with our students, of higher education not knowing to serve our students well." (De los Santos, 1975)

Open door policies at institutions of higher education have allowed many hispanic, and other minority students, to enter the world of higher education. But what lies behind the open door? If there has been no change inside the open door policy has absolutely no value for the hispanic student. We cannot allow it to become a "revolving door" policy. This type of policy must deal

with other programs what involve tutoring of students and the improvement of basic skills. Appropriate counseling must accompany every move.

We must also allow the student to diversify and move into "less traditional" areas such as the sciences and engineering. The task cannot be left to the higher education counselor alone, it must begin before.

The underrepresentation of hispanics in higher education is better explained by looking at Figure 5 which shows the distribution of degrees by racial/ethnic group in 1975-76. What does it imply? Well, simply that we need more "AFFIRMATIVE ACTION" - of the POSITIVE kind. I may venture to call it "ACCOUNTABLE AFFIRMATIVE ACTION." Plans at higher education institutions must be monitored closer and must be expected to be in the form of behaviorally stated plans rather than "rethorical good intentions" (Valverde et al, 1977).



Figuer 5. Degrees Earned by Racial/Ethnic Groups

What are the courses of action that institutions of higher education have? Dr. Arciniega, in the Mexican-Americans in Higher Education Conference speech offers what he calls "Classification of Higher Education Approaches to the Education of Chicanos According to Institutional Responses and Views." The

four approaches are labled: (1) System W or SYMPATHIZERS Approach, (2) System Y or REFORMERS Approach, (3) System X or COMPENSATORS Approach, and (4) System Z or ALTERNATIVE BUILDERS Approach. Of all the systems only System W and Y offer any change. The SYMPATHIZERS approach may be equated to the "rethorical good intentions" mentioned on page 15 while the REFORMERS approach may be equated to the "AFFIRMATIVE ACTION - of the POSITIVE kind." The REFORMERS approach is based on the commitment to cultural pluralism rather than tokenism. (Arciniega, 1975)

Other approaches involve the creation of institutions of higher education specifically devoted to fulfill the needs of Hispanic students. These institutions are attempting to develop interdepartmental programs, full-fledged departments, research centers and libraries in Chicano Studeis, Puerto Rican Studies and Latino Studies. Examples of these schools are; (1) Colegio Jacinto Tevino in Texas, (2) Crusade for Justice College in Denver, (3) Colegio Cesar Chavez in Oregon, (4) Hostos Community College in New York, and (5) Universidad Boricua with branches in New York and the District of Columbia. Personally, I see these efforts as temporary or transitory solutions to the problem. Political strategy and methodology is being learned, perhaps on only one side of the game board, and that in itself is important. My concern is that although the gains in self-concept are evident, the efforts must be coupled with attempts to improve the much needed "ethnic coexistance." Perhaps this may be considered another route toward "politico-educational" involvement in the mainstream.

Ethnic Studies offer another possibility to deal with hispanic students in higher education. The pay-off here is minimal as no significant gains, other than those in self-esteem, are observed. It has been suggested that

ethnic study courses be substituted by multi-cultural and multiethnic-studies to include the total school population as the recipients of the benefits. (Freedman, 1977)

Before going into the issue of professional schools and such topics as the BAKKE case, allow me to deal with a topic very dear to me, BILINGUAL/ MULTICULTURAL EDUCATION. I am certain that my colleagues in the other panels have dealt with the topic "to infinity." What is the place for Bilingual/ Multicultural Education in higher education? At least in two areas: teacher training and in the form of an enriching type of education or as Iiams (Iiams, 1977) writes: "The future of bilingual instruction ... secondary and post-secondary institutions, in other words, may rest on making it a more prestigious commodity for ethnics and non-ethnics alike, attracting the same caliber of students admitted to the more selective high-schools of science."

To deal with teacher education first, the need is crystal clear. We presently need approximately 30,000 bilingual teachers to deal with the problem of language minority children TODAY. Depending on the future of bilingual/multicultural education in the United States the number may increase or...decrease. Hispanic teachers make the bulk of the bilingual teachers in our teaching force today. Both hispanic and non-hispanic bilingual teachers are needed. Figure 6 shows the racial composition of teachers and teacher education students in 1974 and 1976 respectively.

The enriching type of bilingual/multicultural education that we can offer at the higher education level will enhance the educational opportunity of both hispanics and non-hispanics. It will have to be based in the recognition that we, as a nation, have moved from the "ethnocentrism" of the past into the "pluralism" of the future. This may not sound too realistic but the indicators are there, no return to the past is in sight except through some

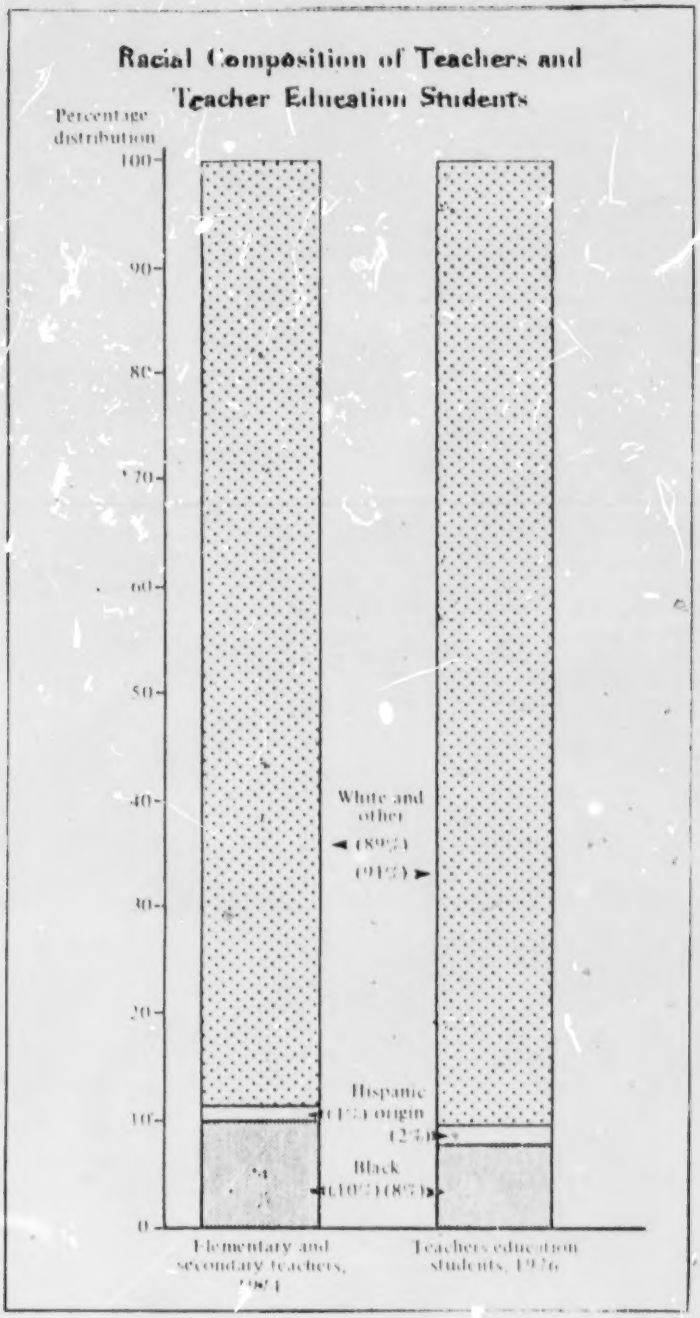


Figure 6. Racial Composition of Teachers and Teacher Education Students

form of "ethnic" revolution. These efforts will require vast curriculum change, a sort of 'making Dick and Jane" comply with Title IX but ~~at a much~~ larger scale. It will be the responsibility of administrators and non-administrators as well, regardless of the ethnic group to which they belong.

Last, but not least, allow me to briefly discuss the issue of admissions to professional schools such as medicine and law. At the time I began working on the research for this paper, the Supreme Court had not acted on the Bakke case. At that point it was somewhat easier for me to deal with the issue. Now, perhaps, it may be possible to say that since we no longer have to deal with the issue of "quotas" we can spend the energy talking about how we have enhanced the probability of success for affirmative action programs. Well, have we? Earlier in this draft I talked about "AFFIRMATIVE ACTION - of the POSITIVE kind" or "ACCOUNTABLE AFFIRMATIVE ACTION." What is needed is a willingness from the part of faculties and administrators to seek alternate ways to recruit minority students. As mentioned before we may begin by holding these institutions accountable for their affirmative action plans. Professional schools may have to "step down" to the high schools, community colleges and universities to seek "potential" students to fulfill the requirements of affirmative action plans. Another alternative (or better yet a parallel one) is the setting up of a system of hispanic counselors to make sure that applicants are given a fair treatment. An example of this is the MOP (Medical Opportunities Program) in Chicago. (Rodriguez-Florido, 1978).

The next section of this draft will deal with programs assisting hispanics in higher education. Each program researched will be discussed with respect to funding and whenever possible with respect to the distribution of funds among ethnic/racial groups.

PROGRAMS ASSISTING HISPANIC STUDENTS IN HIGHER EDUCATION

The main source of information for this section is the Fiscal Year 1977 Annual Evaluation REport on Programs Administered by the U.S. Office of Education. (U.S. Department of Health, Education and Welfare, Office of Education, Office of Planning, Budgeting and Evaluation, 1978). A number of programs will be discussed with respect to funding and to their assistance to hispanics and other minorities. The goal of these programs is to enhance educational opportunity. The principle strategy is to provide funds for student assistance both directly to students and indirectly through states and institutions of higher education.

1. BEOG - Basic Educational Opportunity Grant

The distribution of these funds is heavily in favor of minority students- the percentage of minority students receiving BEOG's is far greater than their percentage in the total population and in their percentage of total post-secondary education enrollment. However, preliminary data indicates that this percentage has fallen from 48.1% in 1974-75 to 42.1% in 1976-77.

1978 Allocation = $2,160,000,000.00

2. SEOG - Supplementary Educational Opportunity Grants

The percentage of minority students receiving supplemental grants is 29.0% for all institutions, which is in excess of their percentage of total enrollment.

1978 Allocation = $270,093,000.00

3. SSIG - State Student Incentive Grant

A 50-50 federal/state matching of funds.

1978 Allocation = $63,750,000.00

4. CWS - College Work Study Program

In Fiscal Year 1975, the percentage of hispanics benefiting from the program was 7.5%. In terms of minority status 67.5% of CWS participants are from non-minority groups compared to 52% for BEOG and SEOG programs. Why is the CWS program more middle class and non-minority in its orientation? One may speculate that the administration of the programs is not in the best interest of minority students. Affirmative action is to be considered in this case.

1978 Allocation = $435,000,000.00

5. GSL - Guaranteed Student Loan Program

Only 2.6% of participants in this program are hispanics compared to 77.9% for non-hispanic whites. Percentages for the $0 - $3,000 and $3,001-$6,000 income categories are believed to overrepresent the proportion of low income borrowers participating in the program. Preliminary evidence suggests that many low-income borrowers are actually "independent" students whose families have middle and upper middle income status. Hispanics are underrepresented. This again, may be a reflection of the manner in which the program is administered. It is possible that preferential treatment may be given to non-minorities.

1978 Loan Volume = $1,586,000,000.00

1978 Federal Obligation - $530,163,000.00

6. NDSL - National Direct Student Loan Program

25.7% of all borrowers were from minority groups. No specific breakdown is given for hispanics. The distribution appears to indicate that NDS loans are, in fact, going primarily to lower and lower-middle income students although not to the same degree as funds awarded under the BEOG and SEOG programs.

1978 Allocation = $325,660,000.00

7. UB - Upward Bound Program

The Upward Bound Program is intended for youths of low income families who have academic potential, but who may lack adequate secondary school preparation, including those students whose inadequate school preparation is a result of severe rural isolation. The program has been criticized for not having measurable objectives that clearly state the expected result of the program for student performance. Inadequate definition of "academic potential, "secondary school preparation," and "skills and motivation necessary for success beyond high school" detract from the expected success of the program. 10% of the participants were hispanics compared to 54% non-hispanic whites, 36% black and 2% others.

1978 Allocation - $44,000,000.00

8. TS - Talent Search Program

This project was criticized heavily on two accounts; (1) some schools used Talent Search personnel to take care of the counseling for disadvantaged students and (2) personnel overall appeared to be ill-equiped to handle academic counseling, career guidance, testing and interpretation of educational aptitude data. No breakdown is given for hispanics.

1978 Allocation (estimate) - $11,000,000.00

9. EOC - Educational Opportunity Centers

This program is intended to serve areas with major concentrations of low income populations by providing, in coordination with other programs and agencies:

a. Information with respect to financial and academic and academic assistance available to persons residing in such areas desiring to pursue a program in post-secondary education.

b. assistance to such persons in applying for admission to institutions, at which a program of post-secondary education is offered, including preparing necessary applications for use by admission and financial aid officers, and

c. offering counseling services and tutorial and other necessary assistance to such persons while attending such institutions.

The centers also are to serve as recruiting and counseling pools to coordinate resources and staff efforts of institutions of higher education and of other institutions offering programs of post-secondary education, in admitting educationally disadvantaged persons. 15% of the participants are hispanics compared to 4% American-Indian, 44% Black, 32% non-hispanic whites and 7% others. The program seems like a promising one and seems to be less criticized than other programs with similar objectives.

1978 Allocation - $5,000,000.00

A suggestion for higher funding is indeed in order.

10. SSDS - Special Services for Disadvantaged Students of Higher Education

The goal of the program is to increase the retention and graduation of students with academic potential who may be disadvantaged because of severe rural isolation who; (1) are enrolled in the IHE which is a beneficiary of a grant or contract, (2) by reason of deprived educational, cultural or economic background, or limited English-speaking ability or physical handicap. In 1975 hispanics were 20% compared to 50% black, 25% non-hispanic white and 5% others. Evaluation of the program is needed. Problems seem to lie in the administration of the program.

1978 Allocation (estimated) = $53,000,000,00

RECOMMENDATIONS

The recommendations listed below are the result of research going into the writing of this paper as well as the results of the discussions during the conference.

Those who designed programs fail to recognize the cultural and linguistic identity of hispanic groups in the United States. Hispanics in decision-making continue to be a minimum. Many opportunities are involved in federally funded grant programs which by virtue of their nature are not stable and do not nurture the needed upward mobility. Programs to increase the participation of hispanics in non-traditional areas such as science and engineering are needed.

This may be accomplished by increasing the participation of industry and private foundations. Programs now operating in industry have increased the participation of hispanics. Their program may be coordinated with career programs at institutions of higher education in order to assure continued involvement of hispanics at the various levels of decision making.

Other recommendations with respect to federally and state funded programs are as follows:

1. Better monitoring of federal programs at the state and local levels is needed. Accountability procedures must be improved. Insist on programs FOR hispanics as much as probrams RUN BY hispanics.
2. Increase Title VII (ESEA) as well as ESAA (Emergency School Assistance Act) funding especially in the areas of teacher training at the certification level in bilingual education.
3. Provide better coordination between federal and state programs related to State Student Incentive Grants.
4. Increase federal funds for comprehensive research to expand and validate bilingual education.

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